

## MSFE Staff Survey Climate Survey

### Overview of Alignment Process

The following table includes suggested areas of alignment between the LEPG standard indicators and the climate survey questions. Each climate survey question was examined by a team of AIR consultants to determine alignment. Alignment was determined based on specific language included in the following sections of the LEPG rubric's standard indicators: descriptive narrative, key elements or the descriptions of practice at the effective level.

**Note:** Some climate survey questions could generate responses that align to multiple standard indicators. In questions with multiple indicators, all indicators have equal weight. If no clear alignment was determined or if the response aligns to a school level indicator, alignment is listed as N/A.

Survey Item	Prompt	LEPG Alignment
1	I know personal information about every one of my students.	5.1 Relationship Building
2	I provide individualized support for students who are not making effective progress.	N/A
3	Students in my classroom understand expectations for their conduct.	5.3 Safe Environment
4	When a lesson begins, I have to wait a long time for students to quiet down.	5.3 Safe Environment
5	Students in my classroom create a pleasant learning atmosphere.	5.3 Safe Environment
6	I lose a lot of time because of students interrupting the lesson.	5.3 Safe Environment
7	Teachers and the principal or administration work together to ensure that instructional units are continuously improved to support student learning.	4.2 Curriculum, Instruction, and Assessment 4.3 Supporting Instructional Practice
8	The principal or administrator reviews teachers' lesson plans to ensure that they are tailored to meet the specific needs of our students.	4.2 Curriculum, Instruction, and Assessment 4.3 Supporting Instructional Practice
9	Together, teachers and the principal (leadership team) discuss exemplars of students' work to ensure it is of a high standard.	4.2 Curriculum, Instruction, and Assessment 4.3 Supporting Instructional Practice
10	I know what instructional approaches are most effective with learners with different needs.	N/A
11	If I were to watch a peer teach, I could clearly explain more effective teaching strategies to improve students' learning.	N/A

Survey Item	Prompt	LEPG Alignment
12	Students in my classroom treat each other with respect.	5.2 Respect for Diverse Cultures 5.3 Safe Environment
13	Students in my classroom help each other, even if they are not friends.	5.1 Relationship Building 5.2 Respect for Diverse Cultures
14	The school leadership (principals, assistant principals, instructional coaches, and teacher leaders) regularly participates in instructional planning with teams of teachers.	4.1 Instructional Focus 4.2 Curriculum, Instruction, and Assessment 4.3 Supporting Instructional Practice
15	Most of the time, teachers have appropriate flexibility in how they use their planning time in this school.	4.1 Instructional Focus 4.2 Curriculum, Instruction, and Assessment
16	Our leadership and educator teams work together to decide supports for students who are not making effective progress.	4.1 Instructional Focus 4.2 Curriculum, Instruction, and Assessment 4.3 Supporting Instructional Practice
17	Based on assessment data, the principal or administrator shares effective teaching strategies that have been used in other grades or schools to improve instruction.	4.2 Curriculum, Instruction, and Assessment 4.3 Supporting Instructional Practice
18	The principal or administrator ensures that assessment data are used to plan intervention strategies for students not making effective progress.	4.2 Curriculum, Instruction, and Assessment 4.3 Supporting Instructional Practice
19	Teachers in this school trust each other.	5.1 Relationship Building
20	It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	5.1 Relationship Building 5.2 Respect for Diverse Cultures
21	Teachers respect other teachers who take the lead in school improvement efforts.	2.1 Organizational Capacity 5.1 Relationship Building
22	Teachers at this school respect those colleagues who are experts at their craft.	5.1 Relationship Building
23	It's OK in this school to discuss feelings, worries, and frustrations with the principal.	5.1 Relationship Building 5.2 Respect for Diverse Cultures
24	The principal looks out for the personal welfare of the faculty members.	5.1 Relationship Building
25	I trust the principal at his or her word.	5.1 Relationship Building
26	The principal at this school is an effective manager who makes the school run smoothly.	2.1 Organizational Capacity
27	The principal places the needs of children ahead of personal and political interests.	1.1 Shared Vision and Mission 4.1 Instructional Focus
28	The principal has confidence in the expertise of the teachers.	2.1 Organizational Capacity 5.1 Relationship Building
29	The principal takes a personal interest in the professional development of teachers.	4.3 Supporting Instructional Practice
30	Teachers feel respected by the principal.	5.1 Relationship Building

Survey Item	Prompt	LEPG Alignment
31	I wouldn't want to work in any other school.	5.1 Relationship Building 5.3 Safe Environment
32	I would recommend this school to parents seeking a place for their child.	N/A
33	I usually look forward to each working day at this school.	N/A
34	I feel loyal to this school.	N/A
35	To what extent: Do you feel respected by other teachers?	5.1 Relationship Building
36	The principal at this school: Participates in instructional planning with teams of teachers.	4.1 Instructional Focus 4.3 Supporting Instructional Practice
37	The principal at this school: Knows what's going on in my classroom.	4.3 Supporting Instructional Practice
38	The principal at this school: Carefully tracks student academic progress.	3.1 Support for Students
39	The principal at this school: Understands how children learn.	4.1 Instructional Focus
40	The principal at this school: Presses teachers to implement what they have learned in professional development.	4.3 Supporting Instructional Practice
41	The principal at this school: Communicates a clear vision for our school.	1.1 Shared Vision and Mission 1.2 Stakeholder Communication and Engagement
42	The principal at this school: Sets high standards for student learning.	1.1 Shared Vision and Mission 4.1 Instructional Focus
43	The principal at this school: Makes clear to the staff his or her expectations for meeting instructional goals.	1.1 Shared Vision and Mission 1.2 Stakeholder Communication and Engagement
44	The principal at this school: Ensures that staff examine their own cultural biases through professional development or other processes.	5.2 Respect for Diverse Cultures
45	The principal at this school: Fosters an appreciation of diversity and respect.	5.2 Respect for Diverse Cultures
46	The principal at this school: Emphasizes showing respect for all cultural beliefs and practices.	5.2 Respect for Diverse Cultures
47	Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed: Content and performance standards in my main subject field(s)	N/A

Survey Item	Prompt	LEPG Alignment
48	Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed: Student assessment practices	N/A
49	Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed: Classroom management	N/A
50	Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed: Knowledge and understanding of my main subject field(s)	N/A
51	Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed: Knowledge and understanding of instructional practices in my main subject field(s)	N/A
52	Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed: Teaching students with special learning needs	N/A
53	Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed: Student discipline and behavior problems	N/A
54	Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed: Teaching in a multicultural setting	N/A
55	Think about the second class that you teach on Mondays (or Tuesdays, if Monday does not apply). To what extent do the following characteristics describe discussions that occur in this class: Students build on each other's ideas during discussion.	N/A
56	Think about the second class that you teach on Mondays (or Tuesdays, if Monday does not apply). To what extent do the following characteristics describe discussions that occur in this class: Students use data and text references to support their ideas.	N/A

Survey Item	Prompt	LEPG Alignment
57	Think about the second class that you teach on Mondays (or Tuesdays, if Monday does not apply). To what extent do the following characteristics describe discussions that occur in this class: Students show each other respect.	5.3 Safe Environment
58	Think about the second class that you teach on Mondays (or Tuesdays, if Monday does not apply). To what extent do the following characteristics describe discussions that occur in this class: Students provide constructive feedback to their peers and to me.	N/A
59	Think about the second class that you teach on Mondays (or Tuesdays, if Monday does not apply). To what extent do the following characteristics describe discussions that occur in this class: Most students participate in the discussion at some point.	N/A
60	Still thinking about the second class that you teach on Mondays (or Tuesdays, if Monday does not apply), how many of the students in this class: Come to class on time.	N/A
61	Still thinking about the second class that you teach on Mondays (or Tuesdays, if Monday does not apply), how many of the students in this class: Attend class regularly.	N/A
62	Still thinking about the second class that you teach on Mondays (or Tuesdays, if Monday does not apply), how many of the students in this class: Come to class prepared with the appropriate supplies and books.	N/A
63	Still thinking about the second class that you teach on Mondays (or Tuesdays, if Monday does not apply), how many of the students in this class: Regularly pay attention in class.	N/A
64	Still thinking about the second class that you teach on Mondays (or Tuesdays, if Monday does not apply), how many of the students in this class: Actively participate in class activities.	N/A
65	Still thinking about the second class that you teach on Mondays (or Tuesdays, if Monday does not apply), how many of the students in this class: Always turn in their homework.	N/A

Survey Item	Prompt	LEPG Alignment
66	To what extent is each of the following a problem at your school: Threats of violence toward teachers	5.3 Safe Environment
67	To what extent is each of the following a problem at your school: Robbery or theft	5.3 Safe Environment
68	To what extent is each of the following a problem at your school: Gang activity	5.3 Safe Environment
69	To what extent is each of the following a problem at your school: Disorder in classrooms	5.3 Safe Environment
70	To what extent is each of the following a problem at your school: Physical conflicts among students	5.3 Safe Environment
71	To what extent is each of the following a problem at your school: Student disrespect of teachers	5.3 Safe Environment
72	To what extent is each of the following a problem at your school: Disorder in hallways	5.3 Safe Environment